DOCUMENT RESUME

ED 192 601 FL 011 816

AUTHOR Clute, Myron: And Others
TITLE The Cradle Board and Infant Care.
INSTITUTION Salmon River School District, Ft. Covington, N.Y.
SPONS AGENCY Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
PUB DATE 79
NOTE 19p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *American Indian Culture: American Indians: Bilingual Education: *Child Rearing: Class Activities: Elementary Education: *Experiential Learning: *Learning Activities: Lesson Plans
IDENTIFIERS *Cradleboards: *Iroquois (Tribe)

ABSTRACT

This unit deals with Iroquois culture of the past and the aspects of that culture which continue to exist in the longhouse tradition at the present time. The unit contains three sections: (1) an outline of the concept, Indian infant care, and the vocabulary, objectives, and materials: (2) a lesson plan on the mode of caring for infants in Native American culture, which includes instructional objectives, background information, materials, method, and evaluation: and (3) a similar lesson plan for the construction of a cradleboard. Each lesson plan has appropriate illustrations in pen-and-ink drawings. (AMH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED192601

THE CRADLE BOARD AND INFANT CARE

Adapted from the Cultural Education Guide

CREDITS

Myron Clute

Helen Edwards

Marlene Garrow

Christina Jock

Artist: Sarah Garrow

Typist: Catherine Cook

Coordinator: Catherine Steele

MOHAWK LANGUAGE CONSORTIUM

Director

Ronald LaFrance

Title VII

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FL 011 816

Salmon River Central School

Fort Covington, N.Y. 12937

1978-79

THE CRADLE BOARD AND INFANT CARE

All of the material within this booklet is descriptive of the Iroquois culture of the past, however various aspects of the culture continues to exist in the longhouse tradition at the present time.

"The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

TABLE OF CONTENTS

I. Concepts - Objectives - Materials

II. The Cradle Board
narrative
lesson plan
activity
illustration

III. Construction of a Cradle Board
narrative
lesson plan
activity
illustration

THE CRADLE BOARD

UNIT I HOME AND FAMILY

CONCEPT: The Indian Infant was well cared for.

VOCABULARY:

cradleboard sheltered secure compare

OBJECTIVES

The student will:

1. describe how the Indian babies were carried.
2. name the reasons for using the cradleboard
   a) close to the parents
   b) sheltered and safe
   c) baby feels secure
   d) baby can see everything
   e) mother's hands are free to work while baby is safe
3. discuss and compare the cradleboard and today's canvas baby carriers
4. know that cradleboards are still made and used today

MATERIALS: Ditto picture of cradleboard for student folder. Real cradleboard to exhibit to the class. Model of cradleboard that class can make. Film strip "Indian Children" which relates how Indian children were cared for. Fill-in-the-blank question sheet.

THE CRADLEBOARD AND INFANT CARE

Long ago the Indian baby was carried on the cradleboard. Today it is still being used by many tribes in the United States.

The cradleboard base was usually made from a sturdy hard wood material like white pine. The purpose of using hard wood was to provide the infant with good posture which is a vital aspect within the infants first year. This is the length of time that a baby is carried on a cradleboard.

The rim of the cradleboard, was made from hickory wood. This type of wood was used because it can be bent easier than any other type of wood. The rim served as a protection to the child from the sun light, wind, and rain. If the cradleboard ever tipped over the infants face was protected as well. Often little trinkets were attached to the rim for the baby to play with.

The infant was strapped securely into the cradleboard with raw hide lacing, so there was no danger for the infant to fall out.

When the infant was put to sleep, his arms were tucked inside, this helped the child to feel warm and secure and close to his mother, therefore he would sleep more comfortably. Sometimes babies jump in their sleep and wake themselves up. This doesn't happen in the cradleboard.

SAMPLE LESSON PLAN

TOPIC: Cradle Board

GRADE LEVEL: k-6

TIME: 20 minutes

PURPOSE: to acquaint the students with the mode of caring for infants in Native American culture.

INSTRUCTIONAL OBJECTIVES

The students will:

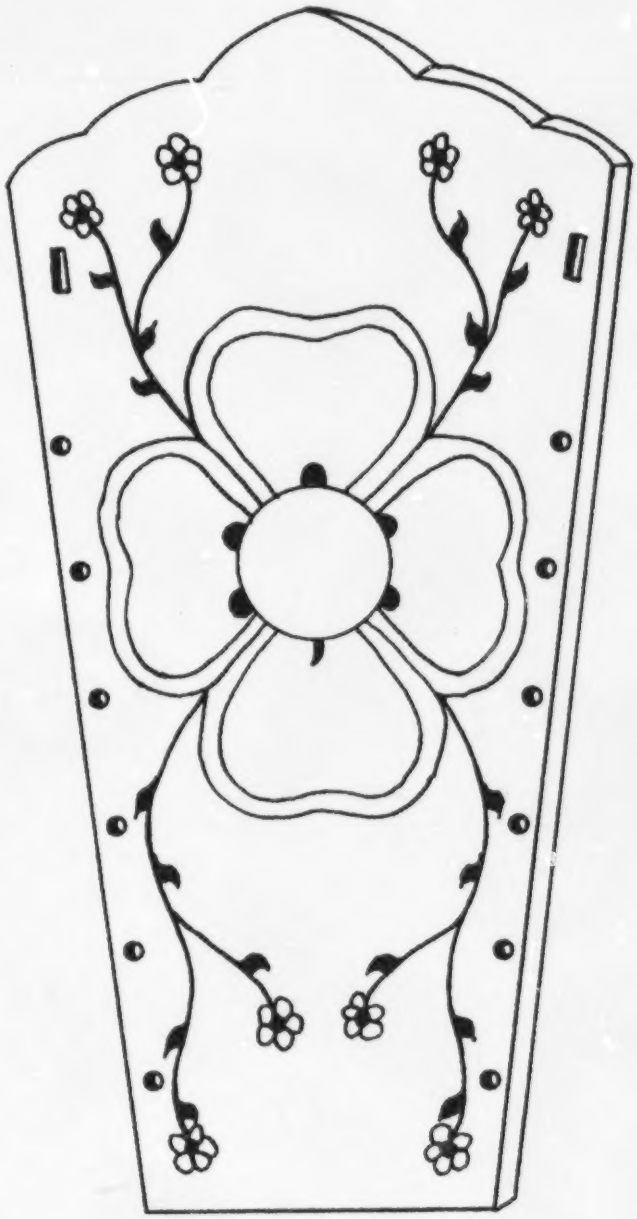
1. discuss the fact that Native American ideas are adapted by modern society
2. explain how the Indian babies were carried on a cradle board
3. name the reasons for using the cradle board
   a) close to the parents
   b) sheltered and safe place
   c) baby feels secure
   d) baby can see everything that's going on
   e) better posture
4. describe the comparison between the cradle board and canvas baby carriers used today.

MATERIALS: Cradle board, doll, ditto picture of cradle board for student folder, model of cradle board and materials for making it (poster board, felt material, beads, needle, yarn, thread, scissors).

METHODS: The children will be seated in a semi circle. Show the cradle board and explain what materials are used for the board. Put the doll in the board, as you tell the story. Pass the cradle board around so the children can have a closer view. Show the students a replica of a cradle board. Explain how it can be constructed. Pass out the materials to each student. Direct them to make their own cradle board replica.

EVALUATION: When given a work sheet the majority of students will be able to answer 6 out of 8 questions correctly. Each student will make a replica of a cradle board.

** This plan may have to be varied according to the grade level.



ACTIVITY SHEET

THE CRADLEBOARD AND INFANT CARE

Directions: Choose a word from this list and complete each sentence by writing it in the blank.

Words To Choose From

rawhide	Hickory	White pine	Cradle board
posture	rim	close	canvas

1. Indian women long ago carried their children in a _____.
2. The Cradleboard base is made from sturdy_____.
3. The child feels_____to the parents while he is in the cradleboard.
4. The cradle board provides the child with better_____.
5. The rim of the cradle board is made of_____.
6. The_____provides protection to the infant from the sun and rain.
7. The laces to strap the child onto the board, are made of _____.
8. The cradle board idea has been adopted by modern society. These are called_____baby carriers.

MAKING A CRADLEBOARD

THE MAKING OF A CRADLEBOARD

The parents of the new infant usually make the cradleboards. The base of the cradleboards is made from a sturdy white pine material because it provides the child with the support needed to help the child develop good posture.

The tree is cut into the lengths needed which is approximately one foot wide by two and a half feet long. The bark is cut away from the board and then the surface of the board, on both sides is repeatly rubbed until all the rough spots disappear and the grain of the wood becomes clearer.

The board is then cut into a conical shape, allowing a wider portion for the infants shoulder and head and tapering to about eight inches wide at the foot rest. Roughly measuring about 5 inches from the very top of the board and marking approximately ½ inch from both ends two slots of ½ inch wide and 1½ inches long is cut into the base. These two slots allow for inserting the ends of the rim into postion. This rim is made from a soft wood material because it is necessary to bend the rim into a semi hoop shape, before inserting the ends into the slots cut into the base. After the completion of the base and inserting the rim, two small wooden pegs are placed through the width of the rim at both ends and attached on the back side of the base. This reinforces the rim and adds the protection the infant

needs in the event the cradleboard falls over. The last part to be attached is the foot rest, this is approximately ½" X 1"X 4" long. The foot rest can be made from the same material as the base board. Small holes will then be drilled along both sides of the base board up to the rim, each hole should be about 3 inches apart. Rawhide lacings will be interweaved through these holes to help secure the infant onto the board. Now the board may be decorated and trimmed, this is usually left up to the women to do as they desire.

TOPIC: Making a Cradleboard

GRADE LEVEL: K-6

TIME : 30 minutes

PURPOSE: To acquaint the student with the process involved in making a replica of a cradleboard.

INSTRUCTIONAL OBJECTIVES

The student will:

1. cut cardboard into the shape as illustrated
2. measure and cut the material used for the rim
3. attach felt pieces of material onto the cardboard
4. trim and decorate the cradleboard.

MATERIALS: bristle board, felt pens, scissors, stapler and staples, yarn and miniature Indian babies.

METHODS: The teacher will explain and illustrate on the blackboard, the steps involved in making the cradleboard. The material will be provided by the teacher. The students will cut the bristle board into correct size and shape. They will cut the rim out of a cardboard strip and insert the ends into the slots and staple from the back. The felt pieces will then be cut into the illustrated shape and stapled onto the base. Students will then

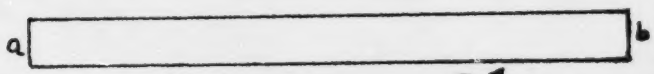
trim the edges with colored yarn. Each student will be given an Indian doll to be put into the cradleboard.

EVALUATION: Each student will follow the described sequence and complete the cradleboard.

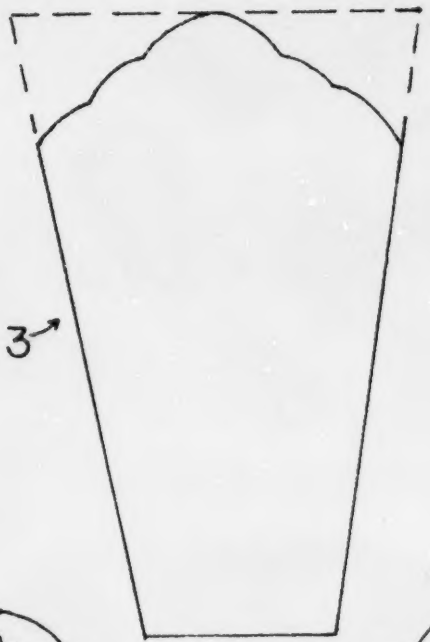
STEPS IN MAKING A CRADLEBOARD

1

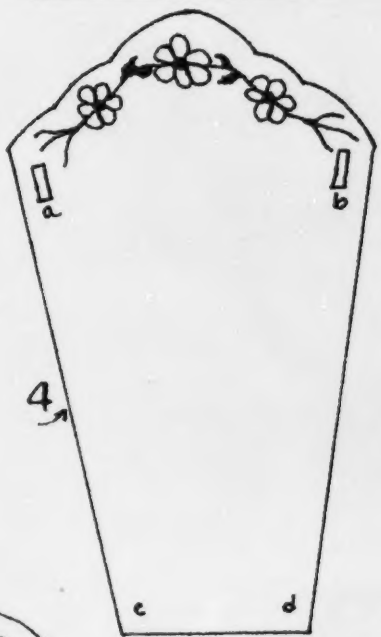
2



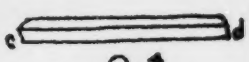
5



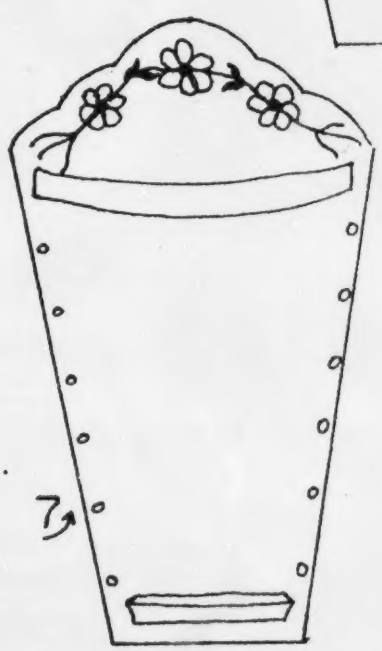
3



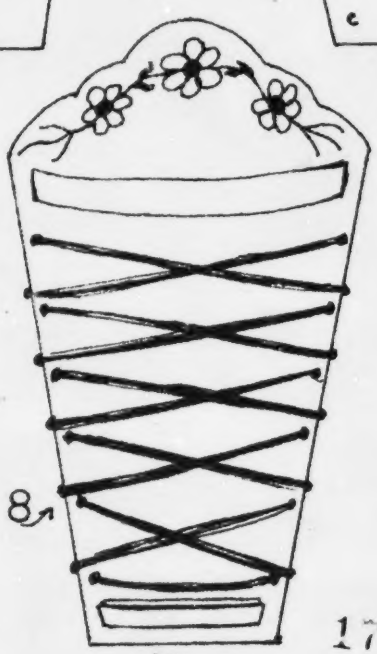
4



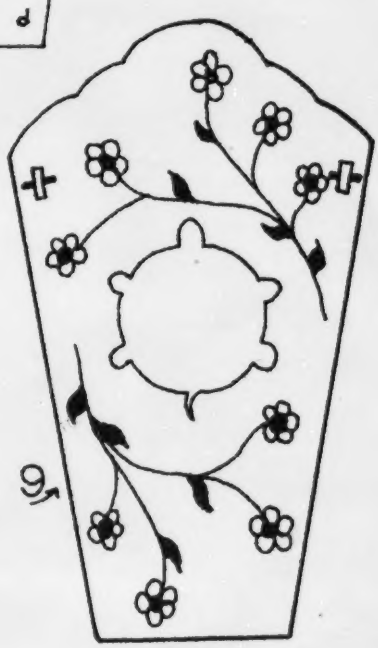
6



7



8



9

SUGGESTED ACTIVITY

Making a model cradleboard

MATERIALS: felt material, construction paper, hole punch beads, needle, colored yarn, thread scissors, small model of infant (if available) brushes, paint

METHODS: Cut paper to size desired. Cut the strip for head protector. Paint the paper and head strip. When dry, make a colored design on the back of the cradleboard i.e. flowers, clan symbol. Punch holes on each side of the painted paper, spacing them evenly. Cut a piece of felt 2/3 the length of the model cradleboard. Punch holes on each side and on the bottom of the felt - matching these holes up with the holes on the model cradleboard. Cut a slit about a 1/2 inch down the front of the felt. Thread this with colored yarn making a bow at the top. Sew the felt piece to the cradleboard. Attach yarn to each side of the cradleboard for carrying. The cradleboard is now ready for its occupant.

Some advantages of the cradle board are: the mothers hands are free to do other chores, she always has her baby with her, so there is no need for a baby sitter, the child see's everthing around him at the same level as the adults, it is not like the infant laying on his back in a crib who sees only the ceiling and the occasional face that comes to tend to his needs.

The cradleboard idea has been adopted by modern society through the use of the canvas baby carriers. This means the old Indian tradition is still being practiced even in modern times.